SCHOOL OF
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UNIVERSITY OF KANSAS

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Final Project Report
Training Managers on ASFA and
Results Based Management
Grant Number: 90CT0073/01

November 2004

Prepared by:

Terry Moore, M.S.W.
Allan Press, Ph.D.
Stephanie Bryson, M.S. W.
Tom McDonald, Ph.D.

University of Kansas
School of Social Welfare, Twente Hall
Lawrence, Kansas 66045

Final Report and Evaluation

Project Title: Training for Managers and Supervisors to Enhance Their Capacity to Understand and to Implement the Adoption and Safe Families Act of 1997

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This is the final report and evaluation of the federally funded project, Training for Managers and Supervisors to Enhance Their Capacity to Understand and to Implement the Adoption and Safe Families Act of 1997. This three year project was granted a small, low-cost extension for a fourth year. This funding resulted in the completion of a web-based training entitled "Results Oriented Management in Child Welfare". The training can be accessed for no cost on the internet at www.rom.ku.edu .

The three major goals of the project were to:

1. Provide managers with a working knowledge of the content and implications of recent child welfare legislation, particularly ASFA;

2. Help supervisors implement results-based management practices that assist families in reaching the outcomes promulgated in ASFA regulations; and

3. Increase supervisors' knowledge of empirically supported best practices that are correlated with safety, permanency, and well-being outcomes for children.

In order to build child welfare research capacity and an enduring training infrastructure, the training was designed for delivery through a web-based or agency Intranet application.

Overview of the Training

As outlined in the original proposal, a web-based training entitled, "Results Oriented Management in Child Welfare (ROM)" is completed and available for use by anyone in the field. The training contains 21 separate modules organized by three sections: an introductory section on the policy context of child welfare practice; a section on managing for results; and a final section on empirically supported practices in child welfare. Table 1, below, outlines the content of the ROM training. Throughout the training, web links are provided to a wide range of information and resources on the internet. The training can be taken in parts or its entirety; when the user returns, he or she may continue where s/he last finished a module. In addition, the training contains a venue for user suggestions and feedback, evaluations, and a glossary of terms used.

Table 1: ROM Training Curriculum Outline

Section 1: Policy Context for Child Welfare Practice	Section 2: Managing for Results: Using Data to Inform Program Improvements	Section 3: Evidence-Based Practice for Achieving Outcomes
Introduction and Orientation to the Training	Overview of Section 2: Managing for Results	Introduction to Evidence-Based Practice for Achieving Outcomes
Child Welfare Policy in the Last 30 Years	Making Sense of Measurement	Achieving 'Good Practices' Under ASFA
The ASFA Act of 1997	Ins & Outs of the Federal Outcome Indicators	Best Practices for Achieving Timely Reunification
The Multiethnic Placement Act	Developing Effective Reports	Best Practices for Preventing Re-entry into Care
The Child and Family Services Reviews	Interpreting Results	Best Practices for Achieving Timely Adoption
	Taking Action for Program Improvement	Best Practices for Minimizing Placement Moves
	Proactive Use of Data	Best Practices for Avoiding Recurrence of Maltreatment
	Establishing a Results-Oriented Culture	Best Practices for Keeping Kids Safe in Care

The University of Kansas

School of Social Welfare

November 10, 2004

Administration for Children and Families
Administration on Children, Youth and Families
Children's Bureau
330 C Street, S.W.
Switzer Building, Room 2412
Washington, D.C. 20447
Attention: Marva P. Benjamin

Dear Ms. Benjamin,

Enclosed is the Final Report for Grant Number 90CT0073/01 Training Managers on ASFA and Results-Based Management. This report provides the project evaluation and the overall accounting of project achievements.

We are very pleased with the end product and have received wonderful feedback from people all over the country. We invite you to view the training at anytime you wish at www.rom.ku.edu. It is out intent to continue to offer the training for years to come. We have secured additional funding from two states that allow us to continue to support and develop the training.

I would like to also take this opportunity to tell you how much we appreciated all of your support through the project. I truly enjoyed our contact. I hope we will have another opportunity to work together.

If you have any questions on the report, please feel free to call anytime. I always enjoy hearing from you.

Sincerely,

Terry D. Moore
Research Associate

Target Audience

The target audience for this training includes managers or supervisors of public child welfare operations. The training is oriented to those personnel providing direct foster care, adoption, and permanency services. The training was designed for all levels of managers who direct, support, and oversee child welfare program operations. This audience also includes program directors, quality assurance staff, information systems people, and anyone else who plays a role in achieving safety, permanency, and well being. The training is also relevant for child welfare stakeholders such as judges, mental health centers, community based organizations, and educators. This training can also be used by students at the university level, as training; modules provide supplemental material for students in social policy, basic research, child welfare, and social administration courses.

Demonstration Site

Although the online training is available to anyone using the internet, it was piloted in Oklahoma with the cooperation of the Oklahoma Department of Human Services, Department of Children and Family Services. While Kansas was intended as the original demonstration site, Oklahoma was ultimately chosen because the state was better able to make use of the training and associated reports system during the grant period. An advisory group was formed. This group oversaw the development of the ROM training.

Curriculum Content and Learning Objectives of the Training

Section one focuses on the policy context of child welfare and its practice implications. After offering a brief historical review of policy since the 1970s, this section highlights key provisions of ASFA, MEPA, and the Child and Family Services Reviews (CFSR) from the perspective of field operations. Interactive quizzes help trainees test their knowledge of the child welfare policy context. Following are the major learning objectives of each module in Section 1.

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Section 1: Policy Context for Child Welfare Practice

Module 1: Introduction and Orientation to the Training

Major Learning Objectives:

1. Gain an understanding of the concept of Results-Oriented Management in child welfare.

2. Become oriented to the three major sections of the online training.

3. Identify distinguishing components of Results-Oriented Management through an action example.

4. Differentiate between Results Oriented Management and other management orientations.

Module 2: Child Welfare Policy in the Last 30 Years

Major Learning Objectives:

1. Gain familiarity with a timeline of major child welfare legislation in the past thirty years.

2. Identify goals of the Child Abuse Prevention and Treatment Act of 1974 (CAPTA); the Indian Child Welfare Act of 1978 (ICWA); the Adoption Assistance and Child Welfare Act of 1980 (AACWA); the Multi-Ethnic Placement Act of 1994 (MEPA), and the Adoption and Safe Families Act (ASFA) of 1997.

3. Assess knowledge of major child welfare legislation.

4. Understand the move within child welfare toward accountability and a results orientation.

Module 3: The ASFA Act of 1997

Major Learning Objectives:

1. Gain familiarity with the principles of the Adoption and Safe Families Act (ASFA) of 1997.

2. Gain an introductory understanding of the key provisions of the Adoption and Safe Families Act of 1997.

3. Understand the timeline for ASFA compliance.

4. Understand the fit between ASFA and a Results-Oriented Management approach.

5. Assess knowledge of ASFA.

6. Be introduced to critical steps of the casework process under ASFA.

Module 4: The Multiethnic Placement Act

Major Learning Objectives:

1. Gain an introductory understanding of the goals of Multi-Ethnic Placement Act (MEPA) of 1994.

2. Gain an introductory understanding of principles and key provisions of MEPA.

3. Understand how to comply with MEPA.

4. Assess knowledge of MEPA.

Module 5: The Child and Family Services Reviews

Major Learning Objectives:

1. Gain an introductory understanding of the goals of the Child and Family Services Reviews (CFSR).

2. Learn about the outcome indicators used in the statewide assessment process of the CSFR.

3. Be introduced to the national outcome standards for the CSFR statewide assessment indicators.

4. Learn how CSFR national standards were established.

5. Be introduced to the onsite review process and its indicators.

6. Be introduced to the systemic review process and its indicators.

7. Understand what constitutes substantial conformity with all elements of the CSFR.

8. Gain familiarity with the program improvement plan.

9. Assess CSFR knowledge.

Section 2: Managing for Results and Using Data to Inform Program Improvement

Section Two provides information on outcome measurement in child welfare and provides practical approaches to the three major factors affecting the use of data: effective management reports, essential skills in interpreting data and taking management action, and developing a results-oriented organizational culture. Modules in this section include interactive "Check Your Knowledge" quizzes which help trainees to assess their knowledge in the following areas: basic statistics, basic research design, interpreting data reports, using data reports to target outcome improvements, and creating a positive results-oriented culture in child welfare. Following are major learning objectives of each module in Section 2.

Module 6: Overview of Section 2, Managing for Results

Major Learning Objectives:

1. Be introduced to the major components of ROM Online Training, Section 2: "Managing for Results."

2. Recognize the importance of manager skills and training, performance reports, and organizational culture.

3. Be introduced to the major topics covered in Section 2: Making Sense of Measurement, Ins and Outs of Federal Outcome Measures, Developing Effective Reports, Interpreting Your Data, Engaging Others in Achieving Outcomes, Taking Action for Program Improvement, Establishing a Learning Organizational Culture, and Managing for Results Everyday.

Module 7: Making Sense of Measurement

Major Learning Objectives:

1. Understand how various types of measurement are used to bring about desired outcomes in every day life and management.

2. Be introduced to the concept that, "What gets measured gets done."

3. Gain familiarity with the types of performance measurement used in child welfare: case measures, compliance measures, resource measures, outcome measures, service response measures.

4. Evaluate which measures are used most often in your agency setting.

5. Perform a needs assessment on which performance measures are lacking in your agency setting.

6. Understand this training's emphasis on outcome measures as superordinate to all other measures.

7. Differentiate between outcomes, indicators, operational definitions, performance measures, and standards.

8. Read common concerns and caveats about using outcome data to manage child welfare practice.

Module 8: Ins and Outs of the Federal Outcome Indicators

Major Learning Objectives:

1. Understand the use of Child and Family Services Review outcome indicators in this training.

2. Gain an in-depth understanding of the principles and measurement of the following permanency outcome indicators:

   a. Children not re-entering foster care in 12 months

   b. Stability of placement

   c. Length of time to achieve reunification

   d. Length of time to achieve adoption

3. Gain an in-depth understanding of the principles and measurement of the following safety outcome indicators:

   a. Non-recurrence of maltreatment

   b. Child safety in foster care (out-of-home placement)

4. Learn how to create supplemental reports for use in ongoing management.

5. Learn about the various federal databases from which federal indicators are drawn.

Module 9: Developing Effective Reports

Major Learning Objectives:

1. Assess existing management reports in your agency.

2. Review the qualities of effective management reports.

3. Become familiar with data read-outs from electronic reporting models.

4. Differentiate between trend level data and management level data.

5. Gain a more in-depth understanding of countdown reports and their use in managing for results.

6. Gain a more in-depth understanding of distribution reports and their uses for results-oriented managers.

7. Gain a more in-depth understanding of incidence count reports and their uses for results-oriented managers.

Module 10: Interpreting Results

Major Learning Objectives:

1. Review common fears about using and interpreting data.

2. Review basic steps of the analytic process.

3. Gain an understanding of data analysis through a real-life management example.

4. Review key steps and tasks of the analytic process leading to program improvement.

5. Recognize the difference between postulating and hypothesizing when assessing program performance.

6. Be introduced to four groups of factors that may affect program performance: client/family factors, service factors, organizational factors, and community factors.

7. Be introduced to the concept of a logic model.

8. Review different approaches to performance assessment.

9. Gain an understanding of how to use data to verify program performance hypotheses.

10. Learn ways to compensate for design flaws of some outcome measures.

11. Gain familiarity with the concept of statistical significance.

12. Learn ways to avoid and remedy common mistakes in the data analysis process.

13. Learn approaches to turning data analysis conclusions into program improvement strategies.

Module 11: Taking Action for Program Improvement

Major Learning Objectives:

1. Review the principles of program improvement.

2. Gain an in-depth understanding of the program improvement process—from initial data interpretation, to defining a desired future, to developing an action plan with outcome goals, to carrying out the action plan.

3. Analyze the pros and cons of involving stakeholders in the program improvement process.

4. Differentiate measurable from non-measurable outcomes.

5. Determine how to set numeric targets

6. Review the process of specifying tasks, establishing responsibilities, and determining timelines for program improvement efforts.

7. Learn steps in implementing the action plan.

8. Learn key principles of monitoring progress on an action plan.

Module 12: Proactive Use of Data

Major Learning Objectives:

1. Identify common styles of data analysis among child welfare supervisors and managers.

2. Identify possible actions to take when considering program improvement, including:

    a. targeting individual cases

    b. modifying agency systems

  c. creating key actor collaborations

  d. developing staff capacity

  e. securing resources

  f. rewarding others

  g. obtaining more information

3. Gain an understanding of the proactive use of data.

4. Learn how to track outcomes without the use of a computer.

5. Review principles of group supervision as a program improvement process.

6. Gain an understanding of entry cohorts and their use in tracking outcome performance.

7. Be introduced to the concept of survival (or event history) analysis in calculating entry cohort performance on federal outcome measures.

Module 13: Establishing a Results-Oriented Culture

Major Learning Objectives:

1. Review importance of three fundamental elements of Results Oriented Management: effective reports, manager skills, and organizational culture.

2. Assess the organizational culture of your agency or workplace.

3. Differentiate between a blame-oriented culture and a results-oriented culture.

4. Become familiar with the seven steps to a results-oriented culture:

  a. Reward and recognize (god performance)

  b. Encourage learning

  c. Seek involvement

  d. Use data routinely

e. Lead improvement efforts

    f. Take responsibility

    g. Stimulate positive action

<u>Section 3: Evidence-Based Practice for Achieving Outcomes</u>

Section 3 contains six modules which were based on thorough literature reviews of best and promising practices associated with the six aggregate outcome domains of the Child and Family Services Reviews. Each module presents the research information associated with a particular outcome domain (e.g. timely reunification) in the form of the Evidence Based Practice Tool (EBPT). The EBPT is an interactive search tool which explores the association between the outcome domain and child and family factors (such as race/ethnicity, disability status, socioeconomic status, needs of the family); service factors (such as the intensity and immediacy of services; the timeliness of hearings); organizational factors (such as the level of training and turnover among workers); and community factors (such as the availability of judges in a particular geographic area). Tables 2 and 3 demonstrate a sample first page from the Evidence Based Practice Tool on reunification and a sample drill down into the research information. Full citations from cited studies are included in a PDF handout which trainees may print out. After this introduction to the research findings on empirically supported practice, each module provides a hypothetical "real life" example in which a model manager makes use of the research findings to bring about program improvements. Each module has interactive elements and "Check Your Knowledge" quizzes which allow trainees to assess their knowledge of best and promising practices. Following are the major learning objectives of Section 3.

Module 14: Introduction to Evidence-Based Practice for Achieving Outcomes

Major Learning Objectives:

1. Become familiar with major components of Section 3 of the Results-Oriented Management online training.

2. Understand differences in the strength of research evidence presented in Section Three.

3. Become familiar with the concept of "evidence-based practice."

Module 15: Achieving "Good Practices" Under ASFA

Major Learning Objectives:

1. Review the 6 major practice domains:

    a. Engagement

    b. Assessment

    c. Case planning

    d. Service implementation

    e. Monitoring and evaluation

    f. Closure

2. Rate your agency on "good practice principles."

3. Review critical questions for planning.

4. Become familiar with promising service-delivery programs under ASFA, including

    a. Collaborations

    b. Multidisciplinary teams

    c. Community-based services

    d. Prevention programs

5. Become familiar with issues faced by programs focused on administration, including funding and staffing.

Module 16: Best Practices for Achieving Timely Reunification

Major Learning Objectives:

1. Review reunification as an outcome

2. Become familiar with the concept of reunification as a process.

3. Review the child/family, service, organizational, and community factors that are associated with timely or untimely reunification.

4. Through a case example, use research-based knowledge to design program improvement strategies.

5. Review the principles of intensive case review.

6. Review steps in the action planning process.

Module 17: Best Practices for Preventing Reentry into Care

Major Learning Objectives:

1. Review the connection between reunification and reentry.

2. Gain an overview of reentry as an outcome.

3. Review the child/family, service, organizational, and community factors that are associated with reentry into care.

4. Through a case example, compute reentry rates and design action plan for program improvement.

Module 18: Best Practices for Achieving Timely Adoption

Major Learning Objectives:

1. Review adoption as an outcome.

2. Review the child/family, service, organizational, and community factors that are associated with timely adoption.

3. Assess understanding of the major points of the research findings.

4. Through a case example, review the importance of adoption recruitment strategies, particularly targeted recruitment.

5. Rule out rival causes for poor adoption rates through a case example.

6. Through a case example, compute adoption rates and design action plan for program improvement.

Module 19: Best Practices for Minimizing Placement Moves

Major Learning Objectives:

1. Review the importance of mastery to child development.

2. Review the connection between placement stability and mastery.

3. Gain an overview of what is and isn't measured by the federal placement stability outcome.

4. Review the child/family, service, organizational, and community factors that are associated with placement stability.

5. Assess understanding of the major points of the research findings.

6. Become familiar with the process of looking for patterns in data.

7. Review intensive case review process.

8. Through a case example, become familiar with involving key stakeholders in the assessment and action planning process.

9. Through a case example, compute placement stability rates and design action plan for program improvement.

Module 20: Best Practices for Avoiding Recurrence of Maltreatment

Major Learning Objectives:

1. Review maltreatment recurrence as an outcome.

2. Through a case example, gain a more in-depth understanding of how the federal measure would be calculated in daily practice.

3. Review the child/family, service, organizational, and community factors that are associated with maltreatment recurrence.

4. Become familiar with program improvement strategies suggested by the National Resource Center on Child Maltreatment (NRCCM).

5. Assess your understanding of how to implement the NRCCM's program improvement strategies.

6. Through a case example, assess performance on maltreatment recurrence rates, rule out rival hypotheses, and develop program improvements based on data analysis.

Module 21: Best Practices for Keeping Kids Safe in Care

Major Learning Objectives:

1. Review child safety in foster care as an outcome.

2. Review the child/family, service, organizational, and community factors that are associated with safety in foster care.

3. Appreciate the strengths and limitations of the data on safety in care.

4. Become familiar with eight steps to prevent maltreatment in care.

5. Follow a hypothetical case review to gain a more comprehensive understanding of how to improve rates of safety in care.

Modules in Section 3 were written between summer 2002 and fall 2003. These sections will be updated in winter 2004- 2005. Additional funding will determine the intervals at which these sections can be updated in the future.

Figures 2 and 3 are screen shots that demonstrate how a trainee accesses the research literature in Section 3 of the training. Each outcome area has a main page, or "control center," such as that shown in Table 2. Best practice research was categorized by Child and Family Client Factors, Service Factors, Organizational Factors, and Community Factors. To access information in one of these areas, the user selects a factor about which they want to know more.

Table 2: Evidence Based Practice Sample Front Page, Reunification Outcome Domain

CLIENT FACTORS-CHILD/FAMILY	SERVICE FACTORS	ORGANIZATIONAL FACTORS	COMMUNITY FACTORS
Q: Are any child/family characteristics associated with achieving or not achieving family reunification?	Q: Is the quantity, quality, or type of services provided associated with achieving or not achieving timely reunification?	Q: How is the organization (agency or unit) impacting the achievement of this outcome?	Q: How is the community impacting the achievement of this outcome?
Demographics	Type of reunification services	Management units	County of venue
Disability types	Placement type	Policies and procedures	Availability and cooperation of community resources
Referral reason	Intensity / immediacy of services	Staffing	Availability and cooperation of community resources
Parent characteristics	Placement length	Available resources	Child and parent attorneys
Needs of family	Timely case review, permanency hearings, etc.	Values and culture	
Strengths of family	Quantity of service units		
	Quality of services		

Table 3, below, shows what is displayed on the screen when a factor is selected. Research evidence is grouped into two levels of rigor: high and medium. Determinations about methodological rigor were based on the quality of respective research design, data source, sample size, replicability, and generalizability. Each research finding is footnoted so the user can access that publication if needed. On the right side of the table are Possible Steps to Take. This function suggests action steps managers can take to research and improve performance for a particular outcome. Action steps were derived from the research evidence. Note the additional information and resources provided through links to other internet sites.

Table 3: Evidence Based Practice Tool, Sample Page 2, Drill Down: Disability Types

CLIENT FACTORS- CHILD

Q: Are any child **demographic** characteristics **(e.g. race/ethnicity)** associated with achieving or not achieving family reunification?

Evidence	Possible Steps to Take
High level of evidence After controlling for child disabilities, family structure, economic deprivation and other factors, five large studies have found that **African American children** are less likely to be reunified with their families than all other groups of children, particularly white children. Among all children in care, **very young African American children** are least likely to be reunified with their families. Nationwide, 14.7% of children under 18 are African American but 38% of children in foster care are African American. **African American children remain in foster care longer than any other group.** Reviews of child welfare research have also revealed that **families of color are less likely than white families to receive services.** **Medium level of evidence** **Decision-making bias** (in removal, services, and placement decisions) -rather than income- may be affecting the outcomes of children of color.	**Data analyses.** Compare reunification rates (either by using a data reporting system or by reviewing cases) for: • Very young children (0-3), young children (5-12), and older children (12-18). • Caucasian/Anglo children and children of color (make a combined variable). • African American, Native American, Asian American, Hispanic/Latino, and White children, respectively. **Check for Disproportionality.** Disproportionality results when a particular racial/ethnic group of children is represented (in foster care, for example) at a higher percentage than other racial/ethnic groups. Check to see if you have a greater number of African American children in out-of-home care (etc.) than Hispanic children, White children, etc. **Check for Overrepresentation.** If a particular racial/ethnic group of children are represented in foster care at a higher percentage than they are represented in the general population, that group is said to be overrepresented. To check for overrepresentation, compare your child welfare population with the larger community's racial/ethnic demographics. If you don't already have county level and state level demographic data, use KidsCount data: http://www.aecf.org/kidscount/kc2002/ **Best workers.** Identify workers who show success reunifying families of color, and have some of them join an advisory group to work on improving outcomes for these children and their families. **Agency competence.** Is your agency culturally competent? Go to this website for agency assessment resources: http://www.sshsac.org/general/ResourceLinksCulturalCompetence.asp **Language barriers.** How many children/families speak Spanish or another language as their first language? Do you have enough workers who speak this language so that just a few people don't end up seeing all the Hispanic (or Vietnamese, etc.) families? **Staffing.** Assess staffing in your agency from paraprofessional to administration. Are your staff members mostly white even though your agency or unit serves mostly Hispanic, Asian, African American or Native American children and families? What policies or informal practices are in place that would encourage more staff of color to apply and keep jobs in your agency? What recruitment and retainment strategies have worked in the past? In your experience elsewhere? **Assessment tools.** Are the assessment tools/forms used applicable for all racial/ethnic groups served by your agency? Have forms been evaluated for cultural sensitivity-- formally or informally? If not, do at least an informal evaluation by testing forms w/ workers or supervisors from different racial/ethnic groups and having them give feedback and suggestions. **Consultation/collaboration.** Consult with local and/or national organizations serving the populations you serve (e.g. a Native American college or advocacy group, a gay and lesbian youth support group.) If there mistrust in the population, how can it be overcome? How can your agency work with the organization to better serve the children in care?

Major Design Features of the Training

Following are the major design features of the web-based application..

1. Web Links are provided to a wide range of information referenced in the training. We

 also offer links on the ROM Homepage (see a partial page below).

Figure 1: Screen Shot of Links to Other Resources and References
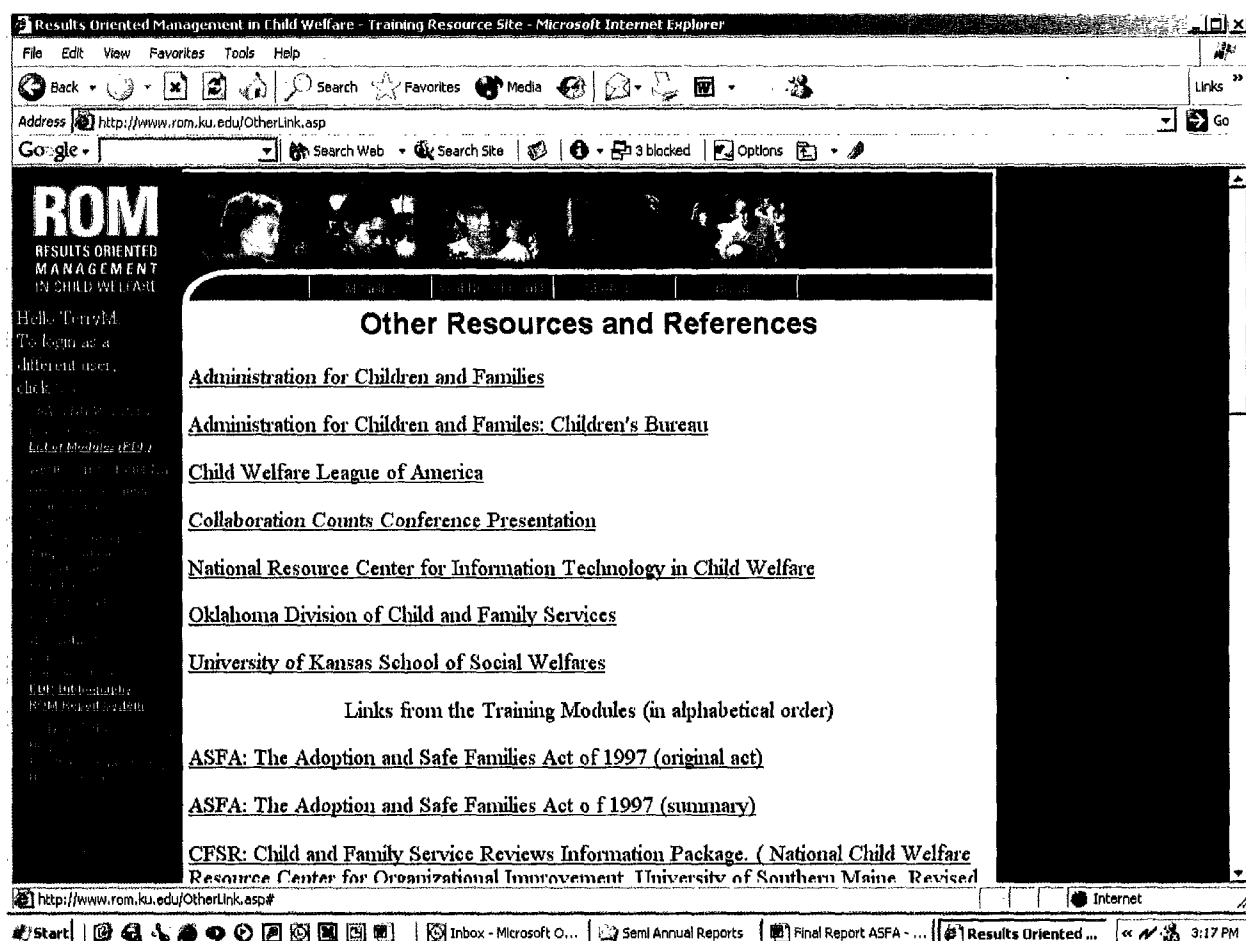
2. A user can take any part or all of the training; they decide. We recommend that people

 work through the entire training, but we also recognize that this is not always possible.

3. Since trainees may have to take portions of the training at different times, they are given

 a way to "pick up where they left off." To continue the training, trainees simply click

 "Where I Left Off" at the top right of the sign-in pages.

**Figure 2: Screen Shot of Links to Other Resources and References**

3. "Where I Left Off"
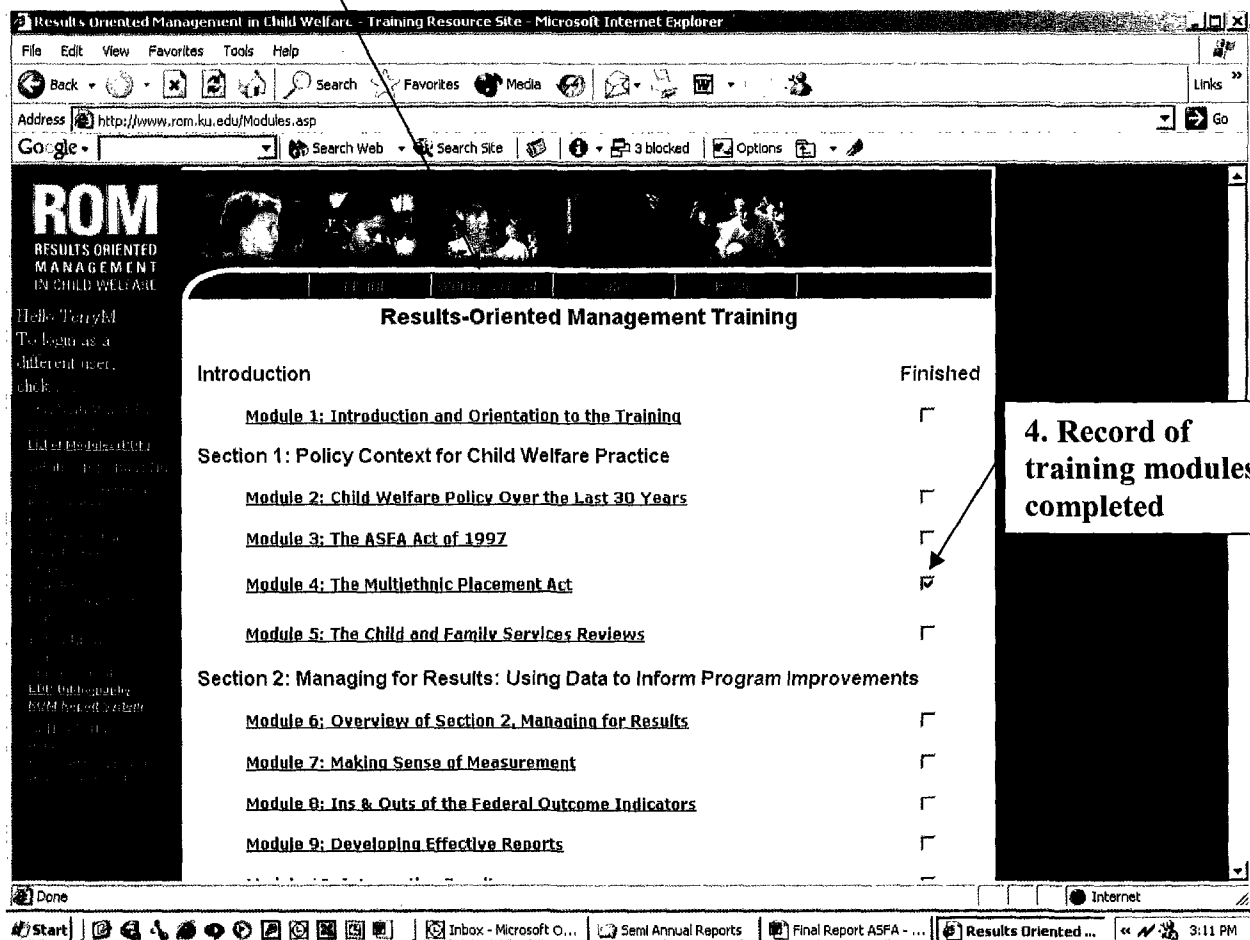
4. A record of trainees' completed modules are maintained at the University of Kansas..
When trainees complete a module, they are asked to certify completion. Trainees can
track their progress on the Training Modules page by looking at the boxes checked in the
column on the right

5. Trainees can also check their progress within each module to judge how they are
progressing. They simply click "Check Your Progress" in the upper left hand corner of
each module screen (see Figure 3).

Figure 3: Various Features as Referenced in the Text Boxes
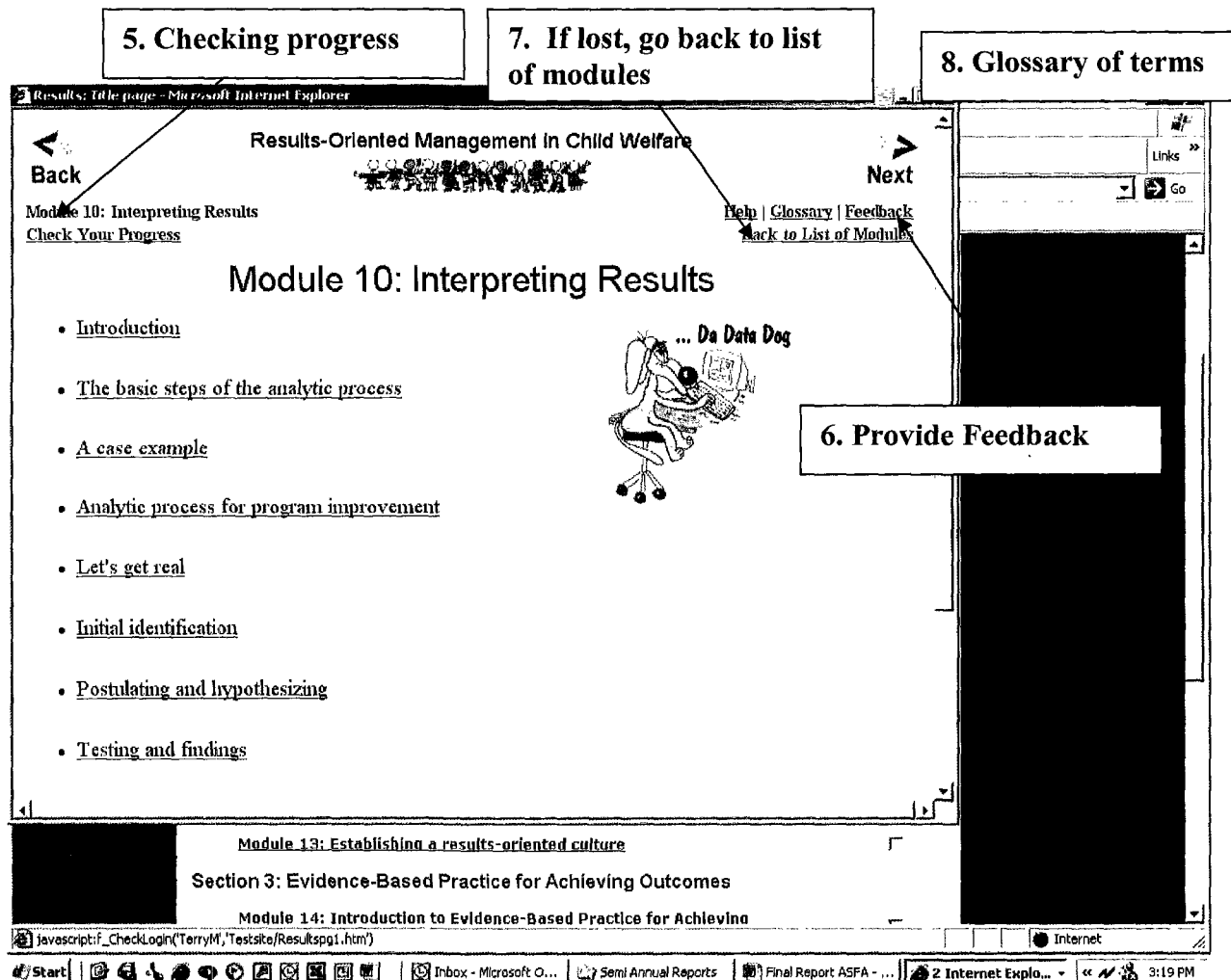
6. Users can provide feedback or suggestions in a two ways. First, at the end of each

module, they are asked to rate the module's effectiveness.. Training designers make

changes to the training based on these suggestions and evaluations. Second, users can

also provide feedback at any time throughout the training by clicking on "Feedback" in

the upper left hand corner of each screen or by clicking on the Suggestion Box on the

ROM Homepage under Contact Us (see Figures 3, 4 and 5).

Figures 4 and 5: Screen Shot of Feedback Pages

Feedback or Suggestion

Please complete the following to send us your suggestion.

Date: 10/29/2004

Subject:

Your Email: ldmoore@ku.edu

Click here to receive a reply ☐

Feedback or Suggestion:

Submit Your Suggestion

Module 8: Ins & Outs of the Federal Outcome Indicators ☐

Module 9: Developing Effective Reports ☐

Results-Oriented Management in Child Welfare

Back   Next

Module 4: MEPA

Check Your Progress

Help | Glossary | Feedback

Back to List of Modules

Feedback Form

Please let us know your thoughts about this part of the training by taking a few minutes to respond to the questions below. After you answer questions 1 - 4, please give us any additional information we might find useful in the feedback box provided..

1. Overall, how useful was the information in the module you just completed?
   ○ Extremely useful   ○ Very useful   ○ Somewhat useful   ○ Not at all useful

2. How would you describe the amount of material in this module?
   ○ More than I needed   ○ About right   ○ I would like additional material

3. How clear was the information that was presented?
   ○ Extremely clear   ○ Very clear   ○ Somewhat clear   ○ Not at all clear

Module 8: Ins & Outs of the Federal Outcome Indicators ☐

Module 9: Developing Effective Reports ☐

7. If a trainee gets lost, s/he can return to the list of modules by clicking on the link "Back to List of Modules" located in the upper right hand corner of each module page (see Figure 3).

8. A glossary is available on every module page. If a user needs to look up an acronym (e.g. CFSR), or see how a term is being used, s/he may click on the "glossary" link at the upper right hand corner of each module page (see Figure 3).

9. Trainees can "Check Their Knowledge" throughout the training by completing a series of simple un-scored quizzes which gauge their comprehension of the material presented. See Figure 6 for an example.

Figure 6: Check Your Understanding

10. Interactive exercises and cartoons are provided to help break up the material presented on the screen and to provide comic relief now and then.

11. Printable charts, lists, and forms are made available in PDF format. For example, users can print off an Action Menu or a diagram of the Program Improvement Process for use in face-to-face trainings or staff meetings.

12. In order to aid reception of material presented, some modules include needs assessment or status quo surveys (see Figure 7). For example, Figure 7 displays a survey about organizational culture. Other examples include surveys on the use of management reports. Answers are confidential, but aggregate results will be tabulated and presented when ROM undergoes improvements in its fourth year.

Figure 7: Organizational Culture Survey

13. Trainees can update their personal information or change passwords at any time. They simply click the "My Info" link at the top the ROM pages.

14. Training managers can access reports for people on their staff. They make a request by clicking on the "How to Contact Us" button.

Continuing Education Credits

Continuing education credits are regulated by various state agencies and licensing boards and depend on professional affiliation and place of employment. Each trainee has to satisfy different standards and requirements. At the end of each module is a self-certification page that can be printed and presented to the trainee's respective licensing board.

Figure 8: Self Certification for Training Completion

If a trainee belongs to an agency or organization where someone tracks and records CEUs for them, or needs to view their completion record, a report of training completion can be retrieved by an authorized person. To authorize a report of training completion, a user can selects the organization in the "Authorized Organization" drop down box when they register. They can later update their registration information by clicking on "My Info" at the top of any ROM page

At this time, specific credits for completion of each module have not been authorized. However, the training unit of Children and Family Services in Oklahoma DHS has rated each module for CEUs. The following hours have been authorized for each module. One CEU credit is equivalent to one hour of training.

Policy Context for Child Welfare Practice	CEUs Credited
Module 1: Introduction and Orientation to the Training	1
Module 2: Child Welfare Policy in the Last 30 Years	1
Module 3: The ASFA Act of 1997	2
Module 4: The Multiethnic Placement Act	1
Module 5: The Child and Family Services Reviews	3

Managing For Results	
Module 6: Overview of Section 2, Managing for Results	1
Module 7: Making Sense of Measurement	2
Module 8: Ins & Outs of the Federal Outcome Indicators	2
Module 9: Developing Effective Reports	2
Module 10: Interpreting Results	3
Module 11: Taking Action for Program Improvement	4
Module 12: Proactive Use of Data	2
Module 13: Establishing a Results-Oriented Culture	2

Evidence-Based Practice for Achieving Outcomes	
Module 14: Intro to Evidence-Based Practice	2
Module 15: Achieving 'Good Practices' Under ASFA	3
Module 16: Best Practices for Achieving Timely Reunification	3
Module 17: Best Practices for Preventing Re-entry Back into Care	3
Module 18: Best Practices for Achieving Timely Adoption	2
Module 19: Best Practices for Minimizing Placement Moves	2
Module 20: Best Practices for Avoiding Recurrence of Maltreatment	2
Module 21: Best Practices for Keeping Kids Safe in Care	2

Child Welfare Training Directors

Although training designers and authors feel that the training builds incrementally on each module, modules were designed to stand alone to the extent possible given the topic. Child welfare training directors are therefore encouraged to use any part of the training that fits their staff needs. To date, directors in some states have used the first ROM section as a stand-alone training of child welfare's legislative context.

The ROM training can also be used to augment face-to-face training. We are finding that agency trainers use ROM to prepare staff for training. Additionally, some use it as a follow-up to training they have provided. Some agencies find that they can eliminate some or part of face-to-face training they are offering now. For example, Oklahoma has eliminated a day of their supervisory training by requiring that trainees take certain sections of the training prior to their formal training. The state has found that ROM saves time and money by reducing face-to-face training time.

For a fee, ROM designers and authors have offered to customize the training for specific states or child welfare agencies. Two states have contracted to do this: Connecticut and Montana. These states have funded the ongoing upkeep and maintenance of the site and are exploring ways to integrate their outcome reports, program improvement plan formats, and state policies and procedures into the ROM training. Oregon is also planning to integrate the training into its management reports system.

If they wish to track trainee completion of modules, training directors may register as a "Participating Agency." Once the trainee grants us the authority to release their completion record, we may furnish a report to training directors indicating the date by which trainees have completed a portion of the training. The trainee provides authorization for this process when they register. Additionally, they can update their registration by clicking on the link "My Info."

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Like most face-to-face trainings offered, the ROM training does not score tests of skills or knowledge mastery. Just as someone can sleep through regular training sessions, a trainee can flip through this training without gaining knowledge or skills. We do ask trainees to certify that they have "read and completed" each training module and to check a box verifying such.

Evaluation of the Web-Training Project

As of October 1, 2004, over one thousand (1002) child welfare personnel, social work students, and others have registered for the training. They represent 47 of the 50 states. As indicated in Table 4, Kentucky comprises the largest group of users, some 236 child welfare personnel. The next largest group is from Oklahoma, our demonstration state. Users in Oklahoma receive an average of 2.2 hours per module, depending on the content and time required to complete each module.

Table 5 displays particular content areas most utilized by child welfare personnel. Two trends are apparent. First, states are using the section on child welfare policy most heavily. Second, modules have been added successively; therefore, users have had less time to access later modules. Feedback from users suggests that states utilize different parts of the training in various ways according to their needs. For example, Kentucky requires its supervisors and lead workers to take the policy section of the training. Connecticut has used the section on evidence based practice to inform its PIP. Some counties in Oklahoma require all supervisors and lead workers to complete the training.

Table 4: ROM Web-Training Users by State

State	Number Enrolled	State	Number Enrolled	State	Number Enrolled
AK	2	KY	236	OH	37
AL	10	LA	3	OK	141
AR	6	MA	4	OR	9
AZ	17	MD	9	PA	11
CA	43	ME	2	RI	1
CO	11	MI	3	SC	14
CT	54	MN	7	SD	10
DE	3	MO	9	TX	14
FL	85	MS	3	UT	4
GA	6	NC	15	VA	29
HI	1	NE	7	VT	1
IA	9	NH	1	WA	11
ID	1	NJ	3	WI	19
IL	22	NM	3	WV	6
IN	4	NV	5	WY	5
KS	78	NY	20		

Table 5: ROM Module Completion to Date

Module Number	Number Completing
Introduction and Orientation to the Training	434
Child Welfare Policy in the Last 30 Years	369
The ASFA Act of 1997	336
The Multiethnic Placement Act	285
The Child and Family Services Review	266
Overview of Section 2: Managing for Results	126
Making Sense of Measurement	118
Ins and Outs of the Federal Outcome Indicators	104
Developing Effective Management Reports	61
Interpreting Results Data	65
Taking Action to Improve Results	47
Proactive Approach to Managing with Data	41
Establishing a Results-Oriented Culture	35
Introduction to Evidence-Based Practice for Achieving Outcomes	43
Achieving 'Good Practices' Under ASFA	52
Best Practices for Achieving Timely Reunification	34
Best Practices for Preventing Re-entry into Care	32
Best Practices for Achieving Timely Adoption	31
Best Practices for Minimizing Placement Moves	24
Best Practices for Avoiding Recurrence of Maltreatment	23
Best Practices for Keeping Kids Safe in Care	20

Trainees' Assessments

Trainees' assessments of the training were obtained in three different ways. First, each

module concludes with a likert scale which measures its usefulness to trainees (see Figure 9).

Results from trainees' quantitative assessments of each module are presented in Table 6.

Figure 9: Feedback Form

Second, an email was sent to approximately 30 "major" users of the website inviting respondents to participate in brief (20 minute) phone interviews. Five users responded; the results of these phone interviews will be are presented in Table 5. Finally, Appendix B includes all written comments received on the website. Comments are organized by module and date.

Quantitative Assessment

The table below presents trainees' quantitative assessment of each training module. The questions were:

Question 1: Overall, how useful was the information in the module you just completed?

Question 2: How would you describe the amount of material in this module?

Question 3: How clear was the information that was presented?

Question 4: Did you find the presentation of the material engaging?

Questions 1, 3, and 4 were rated on a four-point scale, where 1 was the most positive response. Question 2 had three response choices: "More Than I Needed," "About Right," and "I Would Like More Material."

Table 6: Quantitative Evaluation of Training

Module Number	Users (#)	Response 1	Response 2	Response 2	Response 2	Response 3	Response 4
		How Useful?	Too Much (%)	About Right (%)	Too Little (%)	How Clear?	How Engaging?
1	450	2.18	4.7%	92.6%	2.7%	1.91	2.40
2	388	1.98	2.1%	95.3%	2.6%	1.90	2.22
3	292	1.90	5.5%	93.1%	1.4%	1.92	2.27
4	284	2.02	4.9%	91.9%	3.2%	2.04	2.35
5	249	2.06	16.4%	81.6%	2.0%	2.12	2.47
6	143	2.38	5.7%	85.7%	8.6%	2.09	2.65
7	134	2.04	7.5%	89.5%	3.0%	2.01	2.27
8	109	1.99	5.5%	90.8%	3.7%	2.15	2.26
9	70	2.16	8.2%	91.8%	0.0%	2.14	2.35

Table 6: Quantitative Evaluation of Training, Continued

Module Number	Users (#)	Response 1	Response 2	Response 2	Response 2	Response 3	Response 4
		How Useful?	Too Much (%)	About Right (%)	Too Little (%)	How Clear?	How Engaging?
12	38	2.05	2.6%	92.1%	5.3%	2.13	2.34
13	34	2.00	3.0%	97.0%	0.0%	1.85	2.24
14	43	2.51	0.0%	100.0%	0.0%	2.12	2.70
15	53	2.19	11.3%	84.9%	3.8%	2.06	2.42
16	30	2.10	0.0%	96.8%	3.2%	1.97	2.28
17	30	2.13	0.0%	100.0%	0.0%	1.87	2.33
18	27	2.07	11.1%	85.2%	3.7%	2.04	2.19
19	23	2.00	8.7%	91.3%	0.0%	1.96	2.30
20	20	2.00	0.0%	100.0%	0.0%	1.90	2.20
21	18	1.94	0.0%	100.0%	0.0%	1.83	2.17

Useful. Trainees rated the entire training 2.08 on average, or "Very Useful." The lowest-rated modules were the introduction modules to each section. The average rating for each of the modules tended to be quite similar, that is, the average rating for thirteen (13) of the twenty-one modules fell between 1.9 and 2.10.

Amount of Material. Modules were overwhelmingly (91.7%) thought to contain about the right amount of material. Modules were judged to contain too much material by 6.1% of users responding to likert scale questions. Only 2.2% of users reported that they wanted more information..

Clarity of Information Presented. Trainees rated the modules "Very Clear" (2.01) on average. Sections one and three received higher ratings for clarity than Section two. However, Section 2 may have contained the most challenging material.

Engaging. Modules were rated "Very Engaging" (2.3) on average. Trainees gave the training higher ratings for its usefulness and clarity than for its ability to engage trainees. This was to be expected. Despite attempts to include interactive elements in the training, there was a substantial amount of material to be read. The training is "low tech" as web-sites go. This limited options for interactive elements. The choice to use a lower tech approach was made intentionally. It was thought that this would maximize access on the part of agencies and states with older computers, software, and slower internet connections.

Qualitative Assessment

As mentioned, emails were sent to 30 "major" users of the ROM training. Emails invited users of the ROM site to participate in brief phone interviews. Five users responded: one county director from Oklahoma, two lead workers from Oklahoma; a court improvement specialist, and a program supervisor in Connecticut. Their answers to the following questions are summarized in Table 7 below:

Question 1: How did you come to use the ROM training?

Question 2: How is the ROM training being used in your agency?

Question 3: What did you find useful about the training?

Question 4: What could be changed or improved?

Table 7: Selected Quotes from ROM Users

	Responses			
Question	**Type of User**			
	Lead Worker	**County Director**	**Court Improvement Specialist**	**Program Supervisor**
How did you come to use the ROM training?	"Referred to me through my senior supervisor as well as by a child welfare supervisor course."	"We got an email that told about it. I am always looking for good trainings so I thought I would see what it was like."	"It was recommended that I look at it because we're looking at trying to do something similar on a different topic."	
How is the ROM training being used in your agency?	"As a training aid to assist workers, supervisors, and senior child welfare workers."	"Required for all my supervisors and lead workers."		"We have specifically used the evidence based-practice [modules] in developing our own [PIP] strategies...Also, we've used it to examine our [organizational] culture."
What did you find useful about the training?	"It was really a very good course. I really liked it. I've been a lead worker for 13 years, and it really helped me. It gave me a fresh look at different approaches."	"It complemented a whole lot of things we're already doing [PIP planning, case reviews], and expanded on them... I told the Area Director I really felt like people coming in new, especially in supervisory positions, need to be required to take this [training] because they better understand the connection between all these things."	"One of things that makes it exceptional is the fact that you can access it and work on it whenever you want. It's not like going to a training for a day when you have a lot of other things on your mind "It's helping me understand more of the social welfare interaction with the courts... It spelled things out. It was helpful to me to know where SRS's responsibility lay and what fell to the judges. It gave a clear definition."	"For one, it has a great foundation for the child welfare social worker or somebody who needs to get a foundation for legislation..." "[The current state and federal emphasis on results oriented management] required us to do business in a different way, and ROM was the perfect vehicle to drive us that direction."
What could be changed or improved?	"You could put a little bit more about CPS in there...Definitions of abuse and neglect, good reasons to remove children from the home. Just social work stuff."	"Not really [anything]. I think it's very thorough...I haven't really seen anything where I... think you need to change this to this or that because it really is very much in line with what we're doing in [our state]."	"Shorter pages, more interactive, better graphics, more like other online trainings."	"Having a question drive whether to include more content or not."

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Four respondents were very positive about the training. The county director and program specialist thought it was well-written, well-conceptualized, and well-presented. The county director mandated that lead workers take the training, and two such lead workers also gave interviews. They were less specific in their feedback but reported that they found the training very helpful. They particularly liked the training's flexibility. They remarked that they could take the training on their own time and that they could return to previously taken sections. They also said they used the training as an ongoing resource. They return when they need to clarify a practice or policy question.

The program director praised the entire training and said that his state is considering having a ROM training customized for his state. He particularly liked the results orientation, the "down to earth" presentation of material, the collection of best practices research, and the policy section. He thought it was very much in line with the outcomes orientation child welfare needs to adopt in order to comply with federal oversight through the CFSR.

One respondent was less positive about the training. S/he happened to take the training as part of research s/he was doing about web-based trainings. S/he is planning to develop an online training for the judiciary. Comparing ROM to other web trainings, this respondent found the writing, web layout, and overall presentation "unprofessional" and "low tech." This respondent echoed other users who commented online about the length and clarity of some sections, about certain annoying low tech features in the interactive parts of the training, and about the graphics. Several users have commented that some graphics are "stereotypical" in their portrayal of social workers and "too cutesy." Others, however, noted that they liked the graphics. These suggestions and complaints will be taken into consideration when the website is updated in 2004.

Dissemination

Substantial effort has gone toward disseminating the training. Terry Moore, the trainings co-Principal Investigator, has made dozens of presentations to state and national groups about the training. Following are selected presentations in which the training was presented:

- 13th National Conference on Child Abuse and Neglect, April 25-27, 2001. "Putting Outcome Data to Work in Child Welfare Agencies."

- CWLA National Child Welfare Research Conference, June 13, 2001. "Putting Outcome Data to Work in Child Welfare: One Agency's Experience."

- 7th National Child Welfare Conference, March 11-15, 2001. "Working Together to Strengthen America's Families." Co-presented with Marianne Hartnet from the University of Illinois.

- Presentations were made every year at the "Making IT Work" conference in Washington D.C.
  - April 2001: "Putting Outcome Performance Data to Work for Child Welfare Supervisors" and "Building and Utilizing Child Welfare Administrative Data in Public and Private Agencies," co-presented with Bill Hindman of Oklahoma Department of Human Services.
  - April 2002: "Building Relationships with Universities for Better Use of Data," co-presented with Bill Hindman of Oklahoma Department of Human Services.
  - April 2003: "Electronic Reports Systems: An Effective Tool for Program Improvement." Additionally, project staff set up a booth to inform states and other child welfare agencies about the training. Staff were able to talk with many people and handed out over 150 flyers about the training (attached to this report).

We also distributed "I'm a Data Dog" buttons with our website address on it. They were a great hit of the conference.

- o April 2004: "Pivot Tables: Kicking IT Up a Notch" (This workshop also presented training and report systems development.) Flyers for the training were also handed out at the conference.

- Presentation was made June 2003 to the state child welfare administrative and quality assurance staff in Tallahassee, Florida at their invitation. The presentation was titled: "Management Reports: A Tool for Program Improvement in Child Welfare." The ROM training was demonstrated.

- Presentation to administrators of the Children and Family Policy division of the Kansas Department of Social and Rehabilitation Services and two of the major child welfare agencies in Kansas during the summer of 2003.

- "Tools that Work" conference in Miami, Florida November 12-14, 2003. Workshop title: "Using Outcome Data to Inform Program Improvement Planning."

- Fifth International Conference of the Looking after Children Initiative held at Worcester College, Oxford, UK. The conference theme was "Promoting Well Being and Monitoring Outcomes for Vulnerable Children" held September 23-26, 2002. The paper presented was titled, "Results Oriented Management: Using Data to Improve Services and Outcomes for Children and Families." (Note: This presentation was not funded through this grant.)

Other dissemination activities included getting links to the training on prominent child welfare websites, responding to email requests, and participating on a variety of related national and local advisory groups.

Continuation Activities

In the course of developing effective report examples for the ROM training, a report system prototype that sought to follow those principles was developed. While the prototype was never integrated into the training, it inspired creation of an outcomes reporting system now being implemented in three states. States are opting to use the training and reports system in tandem. This approach to the online training links the "need to know" (generated by the reporting system) with the "opportunity to learn". For example, users of the system can access the evidence based practice tool as they are evaluating their performance and considering various program improvement initiatives. As part of report system development, involved states are funding further refinements and additional components of the ROM training. The training was developed with the idea of very little ongoing maintenance in mind. It is the intention of the university to maintain the site at no additional cost for as long as possible. Additional funding will be sought to update and augment the training as the need emerges.

Closing Thoughts

The content developed and delivered in this training ended up being a great deal more than what was originally envivioned. The project seemed to take on a life of its own as it continually grew in scope and complexity. The feedback we have received from a wide variety of sources has been overwhelmingly positive and quite gratifying.

We believe that this training has played and will continue to play a role in enabeling child welfare managers in the field to better use data in managing their agencies. It is our sincere hope that the HHS Administration for Children and Family will continue to support projects that help state and local child welfare agencies use outcomes data in ways that better inform their program improvement effots. We have taken a good step here but there is much more to do.

Appendix A: Written Feedback from Trainees, Presented by Module.

Module No.	Response Date	Response Text
1	9/28/04	This is a way to review information that is not exactly exciting, but is very necessary.
1	9/28/04	Good introduction for a beginner or, for me, a refresher.
1	9/17/04	I was very familiar with the material and information as a training technician. I'm looking for something that teaches managers outcomes-based program development and evaluation.
1	9/17/04	When you are discussing the mgmt styles. It would be helpful to hear positive aspects of other mgmt styles as well and maybe negative aspects of ROM. If feels like ROM is being rated as the new trend and that immediately turns me off.
1	9/15/04	Very good.
1	9/15/04	Everything seemed to be just about right.
1	9/15/04	Content could have been clearer and contained more information.
1	9/9/04	The introduction for the training is clear and concise.
1	9/7/04	I felt the training was very informative
1	9/3/04	Great module.
1	9/1/04	The training is structured in a way that you can understand and comprehend.
1	9/1/04	The information was given simple but very informative and useful. It was easy to read and understand.
1	9/1/04	The ROM in action example of Mike and management style exercise were effective in conveying what ROM is all about, and what it is not.
1	9/1/04	All the information was outstanding
1	9/1/04	All the information was outstanding
1	9/1/04	EVERY THING WAS OUTSTANDING
1	9/1/04	The statistics are what kept me interested. The story helped me to keep on track with the information I needed to know. I think it would be helpful if there were a few more interesting facts to review as I read the module.
1	8/31/04	I found a lot of incorrect grammar. (i.e. plural forms of words used in wrong places)
1	8/31/04	I found it very interesting and really liked this type of training.
1	8/31/04	Need smaller blocks of information to read. Reading off the screen can become hard on the eyes - larger print may be helpful in some areas. A little too 'wordy' at times. Good information though on ROM and what this is all about - the purpose...
1	8/29/04	The introduction material was easy to read. I liked the extra links in the material.
1		Thanks
1	8/28/04	The way the material was presented was a great way to get the readers attention and probe them to continue reading and want to use this information to help provide greater services.
1	8/26/04	I like this course. Nothing more needed.
1	8/23/04	It could be a little more interactive
1	8/17/04	It was an easy read.
1	8/3/04	Playing Devil's advocate: I was wondering what direct benefit could be gained for kids adopted by homes close to their originating county? Our advantage: save time/money. Disadvantage/advantage for the child: running into biological family?

1	8/2/04	The website is difficult to maneuver. I had to print each page in order to read to the bottom. I could not maximize the screens.
1	7/30/04	Helps to stimulate further thinking on how to better improve outcomes through ROM.
1	7/26/04	I have questions about what kind of assessment tools that will be needed for a valid measurement. I would assume that when working with the clients in general a qualitative measurement would be implemented in lieu of a quantitative measure.
1	7/12/04	This introduction has made me eager to move forward and continue my training.
1	5/24/04	Whew.
1	5/17/04	Thanks for letting me participate!!!
1	5/11/04	I thought it presented important information in the right amount and at a degree of sophistication that was accessible to me and, I imagine, to others I know.
1	3/24/04	One task the training outlines is problem solving. With the focus on strength-based, I was wondering if there was a way to reframe the task of problem solving; problem or possibility since language is a powerful tool that makes things meaningful.
1	3/8/04	How to transition/move from one management style to ROM.
1	2/26/04	The module addresses managers in particular. As a researcher hired by the manager to monitor outcomes and evaluate the efficiency of practices, it would be nice if you could take other interested parties into account.
1	2/9/04	I'm looking forward to engaging in the remaining modules (based on the info provided in this introduction)
1	2/6/04	I feel that this should be more computer friendly. Easier to print off, instead of just having part of the page print have the whole thing print.
1	1/30/04	This was very useful.
1	1/22/04	I'm familiar with the concepts – it is the implementation that will be a challenge. This was a good intro for those who are new to the concept.
1	1/8/04	Very informative and precise.
1	1/8/04	Information was very informative and precise.
1	1/6/04	I found the information to be very easy to understand.
1	12/30/03	Good info, especially the management orientations. Good people get locked into a one-dimensional style. As the module implies, without specifically saying, management is multi-dimensional and professionals need to be multi-dim, too.
1	12/15/03	Interesting! I absorbed much more the second time around, this is my second time going through the module.
1	11/25/03	This had just the right about of information. It gave the break down, as what is going to be learned in the near future.
1	11/10/03	At one point I got lost in where I was in the training but I'm not sure how I got out of order. I think I clicked the x at the top right corner to close the quiz screen when I was done and then wasn't sure if the whole module was finished.
1	11/5/03	I could use a little more detail on the steps taken (in the example) to attain the 71% "placement in same or contiguous county" level.
1	10/29/03	Since I haven't read all the modules, I hesitate saying what I would've liked included. It may be in the following modules so I will wait until the end of the training to respond.
1	10/27/03	I would have liked to been able to print this material.
1	10/9/03	Very user friendly.

1	9/25/03	I suggest some additional practice sessions to determine if the knowledge can be applied to a situation. Since this is my first module to complete, more application may not be appropriate here and better understood in later modules.
1	9/22/03	The information presented was good, it was just simplistic. It was so basic that it didn't really advance my knowledge on performance or results-oriented management. However, this was just the overview, so I'm sure I'll find additional modules effective
1	9/17/03	Is there similar training geared towards the other service areas of a DSS, like adult services or income maintenance?
1	8/21/03	IN THE STATE OF ALABAMA WHERE I RESIDE THIS PROVES TO BE VERY TRUE.IF A CERTAIN GROUP IS NOT HAPPY WITH THE OUTCOME IT MAKES IT VERY HARD FOR THE OTHER GROUPS TO ACCOMPLISH A GOAL.
1	8/19/03	Excellent! Happy to have come across this program.
1	6/11/03	Can there be a timer or something to indicate how long each module is? I did this one after hours, so there would be no interruptions, since I did not know how long it would take.
1	5/30/03	good work, Terry, this was fun
1	4/30/03	First time doing something like this and I went real well. Thanks
1	4/29/03	I am an undergrad student taking this training, and I feel it's very useful to gain extra experience and qualifications.
1	1/7/03	I was looking for foster care training when I opened this training. I am glad I like to learn and signed up for this program training.
1	11/15/02	The example of Mike might include discussion of engaging a wider array of folk in the consideration of options to place children in the county. It seems that credit for the achievement would be rightly credited to the team. Mike's payoff is in the results
1	11/6/02	This was my first experience with internet training. I could probably have stayed focused a bit longer. The interactive component was engaging. Information was basic, but clearly introductory. Thanks.
1	10/21/02	As an orientation to the training, I felt this module was clear and effective.
1	8/27/02	Presented in an interesting way
1	8/15/02	Excellent introduction and focus on the goals of the training. Good definitions of results oriented management.
1	7/31/02	Good info.
1	7/29/02	Good information .I did appreciate the "getting real" component to the training as managers do have to wear many hats utilizing different forms of management styles.
1	7/27/02	Good information' good introduction
1	7/27/02	It would be helpful if:1)the NEXT button was at the bottom of the page,2) I would like to be able to copy and paste some information into Word, so I can print it for further use.
1	7/9/02	I appreciated the variety brought by adding the activity and breaking up the length of the material covered on each page.
1	5/21/02	Ok as introductory overview. Could have skipped the classification of manager pages.
1	3/15/02	The specific example about the way the manager used information to adjust his organization's placement activities was excellent. Real life examples are incredibly powerful for people in training programs like these.
1		Very basic information here but very appropriate for new managers.

1	2/12/02	This whole section should be re-read for grammar, punctuation (missing many, many commas)as well as writing style. I found it somewhat confusing in places – incomplete sentences, etc. Material is good, but presentation is a little lacking – needs tightening.
1	2/6/02	I liked the interactive matching exercise. I also liked the fact that the material presented in each screen was small enough to be seen without having to scroll a great deal.
1	1/25/02	I was a little lost as I started out. It would help to have a little more explanation of what the goals are at the beginning of the module.
1	1/25/02	The information is clear but there is a lot of reading with little interactive material. I would suggest smaller sections of material presented for reading at a time with an interactive segment after each.
1	1/9/02	Under Management Orientations – Rules and Procedure-oriented Management – 5th line cant should be can't.
2	9/21/04	I thought the presentation was informative and appropriate.
2	9/15/04	Very well
2	9/12/04	I think the quiz was very helpful...
2	9/9/04	I feel the information given helped me understand more fully the purpose of each of the acts.
2	9/6/04	The descriptions were basic facts and needed some example data about the changes made.
2	9/1/04	Simple and to the point–very good
2	9/1/04	Perfect
2	9/1/04	All the information was perfect
2	8/31/04	I was surprised by how much I already knew.
2	8/31/04	I wish our classes were taught this way!
2	8/29/04	Good information
2	8/28/04	The information and material was useful and helped me to recall a few of the important dates
2	8/17/04	Very helpful info. Especially for a worker (i.e.: myself) who has been a case manager for 2.5 yrs. & has a degree in a related discipline (i.e.: CRJ.).
2	7/30/04	Helpful information, and reinforcement of focus.
2	7/26/04	More information on assessment tools and information on how to evaluate outcomes.
2	5/17/04	It revitalized my memory on these major legislative standards.
2	5/11/04	This unit was helpful. It is material that is pretty familiar to me, so it was a good amount to refresh my memory and validate what I knew.
2	4/12/04	Good format.
2	1/8/04	Information was very enlightening.
2	1/8/04	The information concerning adoption and foster care was very informative.
2	1/5/04	I think the visual presentation of material was stimulating. There was just enough text to provide the important points and descriptions.
2	12/30/03	The information is presented in a short but nonetheless academic fashion. There is nothing about it which particularly grabs the reader's attention and compels his or her interest. Hence, I say it is typical academics using traditional methods.
2	10/22/03	This was my first on-line course. My goal is to develop similar courses in my state. I found yours easy to follow. Thanks.
2	10/20/03	Very good explanation of ICWA and ASFA. You made it very easy to read and understand.
2	9/30/03	Would have liked more specifics on exactly how the federal legislation

		controls state actions and policies
2	9/30/03	Nicely done. I would like to see this method used to develop other online training for departments of social services!
2	8/20/03	A very good overview of legislation. Though already familiar, I felt it was extremely relevant and worth including.
2	4/14/03	It would be helpful to know how many credits are being offered and if the credits would be recognized by The NCC or LPC boards.
2	4/10/03	I would like to be able to print out one of the pages and couldn't figure out how to do that.
2	3/17/03	Still liking the training modules.
2	3/6/03	Liked the part where you could briefly review the ACTS that are in place.
2	1/22/03	Lots of "words" – could have had more background info – something that integrated more emotional input....all the words get a bit dry. Good explanations, though. Thanks.
2	10/21/02	I have had some very good training regarding federal statutes which govern CW, so this was more of a review for me. However, I felt it was effective and necessary information. I like the interactive quizzes, and hope to see more of them.
2	8/27/02	factual
2	8/16/02	Good basic information that all should be aware of...not a lot of detail, but love the graphics.
2	7/30/02	We have been fortunate in my state as much of this information is very well known due to training requirements .It is very important info, however, and you cannot train on it too much.
2	7/27/02	I got kicked out of the system twice during this session and had to reboot once. The system did not remember where I left the training. The next button being at the top of the screen continues to be a distraction.
2		I've been in child welfare for 25 years and this is the first time I have received information, at one time, on the chronology of federal regulations. I knew the federal regulations but couldn't have identified in what year or in which federal law the r
2	2/25/02	The instant feedback of the test questions is good. For some reason, each time I clicked on the "next" button, my web browser took me back to the initial logon screen, and I had to click on another task bar button to resume the module.
2	2/12/02	It's a little dry – but then...good information.
2	1/25/02	I liked this module being more interactive
2	1/11/02	Another tester mentioned, and I agree, that in the MEPA and ICWA sections, that a question that will always arise "But aren't these two Acts in conflict?" It would be good to address that question, so that staff do not feel thy can use MEPA to evade ICWA .
2		The test you knowledge pieces are great. If you don't know the information, it's provided. If you already have the knowledge you can build confidence in that area and go on to concentrate on areas you do not know as well.
2	1/3/02	Very basic – I expected a more in depth discussion but maybe this will be expanded in later modules.
3	9/15/04	A little boring, could have eased up on all the dates and such.
3	9/14/04	The Module was very informative and thoroughly reviewed THE ASFA ACT OF 1997.
3	9/12/04	Quiz was helpful...liked very much.
3	8/31/04	I think this information is a good overview, but would be much more helpful for the actual workers - more so than the supervisors unless they are new to supervision and do not know about best practice, etc.

3	8/28/04	The material was well presented and contained some new information that I had not heard before.
3	8/27/04	None.
3	8/26/04	None.
3	7/26/04	This module was very self explanatory and provided good information on the CSFR expectations.
3	7/20/04	Mix up the answers on the quiz so they are not all true, or the first answer correct.
3	7/19/04	Nice job on this module. I've read a lot about AFSA before but you summarized it very well and the presentation held my interest. I'll recommend this to others.
3	5/1/04	Many of the links in this section did not work. E.g. Federal Register Notice of Finals List of Child Welfare Outcomes Also the "How am I doing?" link produces only a blank page.
3	2/23/04	There is a typo in Module 3, Case Planning pop-up: 6th Bullet item reads: "Develop a contingency plan for services if agencies in the unable to provide the necessary services ... I believe the part "agencies IN THE unable" should be "agencies ARE unable"
3	1/8/04	Material was new information and very valuable to me.
3	12/30/03	Much better. I liked the use of bullets and highlighting. The checklists or summaries are excellent. Bulleted information is best. Busy professionals want the nuts and bolts. They do not care about the minutia of legislation. Just the critical pieces.
3	12/17/03	I have found it impossible to print segments of this training. Please make it user friendly to print specific pages without having to print the whole thing
3	10/22/03	Thanks for the web links
3	10/21/02	Excellent, comprehensive and vital information about the requirements of ASFA and shift to outcomes assessment.
3	8/27/02	useful material to pass to staff
3	8/22/02	It seemed like the bottom part of several of the screens were cut off.
3	8/16/02	Good information. Had some trouble with being "kicked out" of the system while logged onto work computer (always on the same page (ASFA timelines page), but was able to complete at home. Like the descriptions of engagement and assessment.
3	7/27/02	I got kicked out of this module and had to reboot. Also, the printable information for modules 6-9 would not open.
3	7/27/02	I would like to have access to the handouts at the beginning of the module.
3	7/27/02	IN #3 Case Planning: Bullet # 6 Develop a Contingency plan for services (must have typos - this doesn't make a sentence) IN # 4 Service Implementation... I would like to know what the customized array of services and support is that is talked about.
3	2/26/02	This module was extremely long but was all very useful information. Consider approximating average time to complete a module right up front so users know what to expect. Error on screen with 6 buttons: Case Planning, bullet 6:Develop....agencies in th
3	2/25/02	There was more to cover in this module than in previous ones, but it was all relevant, useful information.
3	1/11/02	I submitted this once, then went to next module and clicked Logoff to look at the module list and it completely disconnected me. When I logged back on, it didn't show this section completed.

Really don't like this format not sure why, exactly, doesn't look really professional, I think, maybe. Like the other one (what can be seen of it)much better.
Spelling errors - #3 on feedback form - exremely not extremey

3	1/10/02	Engaging
3	12/27/01	This module had very useful information.
4	9/15/04	Very good, interesting.
4	9/12/04	I really enjoy this method of studying and learning, quiz very helpful tool
4	8/31/04	This 'written' training was more straight forward and detailed than 'verbal' trainings I have received through the Department. It was more clear, unbiased and appropriate. This would be excellent for the workers to review as well as supervisory staff.
4	8/28/04	The information was good but this section was about what most workers should already know but there was some new material presented that I have not seen before.
4	8/2/04	I liked this module. The case studies are interesting.
4	5/1/04	Links did not work
4	1/8/04	the information was very valuable
4	12/31/03	What is IEP as in MEPA-IEP?
4	12/17/03	I think this was the most difficult to understand. I think it is confusing by nature
4	11/12/03	MEAPA!!!
4	8/16/02	More case examples emphasizing the responsibility placed on workers when searching for placements and the wording they should use in communicating those requests. Same with inquiries from prospective foster and adoptive parents
4	7/27/02	We've had lots of MEPA training already, and had to train our staff. So, I guess that flavors my responses here.
4	2/26/02	Love the links throughout all modules. Good one stop resource for supervisors, managers, administrators. Consider asking for input re: additional useful links to be considered
4	2/25/02	I liked the links to other web sites (in this and the previous module).
4	2/6/02	I would like to have easier access to printing off the web sites for the additional information.
4	1/14/02	This part of the question in test your knowledge: An assessment of the race, national origin, ethnic and/or cultural capacity of all prospective foster and adoptive parents, confused me as I thought that part of MEPA was knowing what type of homes you have.
		I found no discussion about the interface between MEPA and ICWA. In Oklahoma, this will be a pretty major issue. I know the answer, but didn't see any discussion.
4	1/10/02	The first question on the check knowledge — disagree with the answer — I could find n
4	12/27/01	This was very useful information in the right amount. It was interesting.
5	9/15/04	Boring
5	9/3/04	good information
5	9/1/04	There is a lot of information to cover regarding this topic. I think it could be a bit overwhelming to a newby and it could be 'stream lined' to more of the basics to be less confusing. For supervisors — too wordy — break it down...
5	8/29/04	I would fine it most helpful to have the acronyms meanings more often

		throughout the material...I'm going back and forth trying to find out their meaning.
5	8/28/04	I find the material very useful and the links for additional resources are great the quizzes are a wonderful idea because if I have miss read something I can return and re read the source.
5	8/26/04	interesting
5	8/10/04	Too many links—interrupted the flow of the program and detracted from the continuity of the material.
5	1/8/04	The information was informative.
5	12/17/03	A lot of information at once.
5	11/14/03	Maybe it was just the subject matter but had I not been previously involved with PIP this would have lost me as it was I had to read some things twice.
5	10/20/03	Difficult to read.
5	9/29/03	The link to www.childwelfarereview.com is no longer active.
5	4/30/03	The links to relevant web pages imbedded in the lessons are extremely useful. I have added several of them to my browser's bookmarks for future reference. I do hope you continue to update them.
5	11/18/02	I wonder about including OK's Safety Profile in training targeted at a national audience unless the plan is to include all state profiles. In addition the profile has been updated. The one presented is not accurate.
5	10/22/02	Excellent and vital information. This training explains the CFSR history and process effectively.
5	8/20/02	Good information. I am on the CQI/CFSR Team and found the information brief, but informative and clear.
5	7/27/02	Many of the links did not open when clicked. The information in this module was overwhelming and not understandable. I also question it's usefulness to me as a local supervisor.
5	7/27/02	I HAD DONE I RESEARCH ABOUT CSRF AND VISITED MANY OF THE SITES ON THE LINKS WHEN I WAS INTERVIEWING FOR CQI POSITIONS.
5	2/26/02	Link to Oklahoma data profile doesn't work. Need to make sure the "Rating Outcomes on an Individual Case" conforms to latest revision for 2002 reviews. Broken print link re: "one page summary of all outcomes and their performance indicators".
5	1/14/02	I liked the checks that resulted when selecting the answer for this section. A little bit different and added a little more interest.
5	12/27/01	I tried going back through this in hopes it would allow me to answer question #5 but it would not.
6	8/11/04	Module obviously written by different writer Wording often awkward; sometimes incorrect grammar. Punctuation (commas, apostrophes, quotation marks)and idioms (e.g., IMPACT)used incorrectly, unlike earlier modules. EVERY DAY is two words, not compound.
6	12/17/03	Again as in the last section a lot of material.....
6	11/4/03	Kind of jargony, and hasn't gotten into enough specifics yet to be very helpful. Hopefully the next few modules will get into specifics.
6	8/20/02	Good overview, but need more info on how to utilize the date
6	7/27/02	This sounds like "pie in the sky" to use the analogy of the planes.
6	2/26/02	Using Data Results:"...destination of SAFELY, permanency....." should be SAFETY
6	2/5/02	I felt that the information was very brief. I did appreciate the way it was presented, but examples may have been helpful.
6	2/5/02	more exercises, to balance the info

6	2/5/02	There was a great deal of text in this module and not enough interactive activities.
6	2/5/02	Very useful and comprehensive material.
6	1/14/02	The feedback button for this section did not work. There was a spelling error on the first page of Using Results Data: Since child welfare most frequently flies in stormy and cloudy weather, those gauges help managers pilot their organizational unit tow
6	1/12/02	Some way of making me stop to answer questions, run through scenarios or otherwise force me to stop before clicking on the "next" button might help assure some learning is occurring.
7	9/14/04	I think county directors should take this training.
7	9/13/04	Makes you think about each decision.
7	5/17/04	Terms are difficult if you are not involved in the use of them day to day...at this point it is merely memorizing...and I'm still a little confused.
7	12/17/03	This was really difficult and confusing, too much, too similar.....
7	11/7/03	A lot of the information felt geared toward foster care. The program I work in is Child Protective Services and it would have felt more engaging if more ideas in that arena could be presented.
7	10/30/03	Some of the language used was confusing and some of the questions posed in the narrative were not answered satisfactorily.
7	8/21/03	Great combination of clear lessons with practical practice opportunity
7	11/18/02	Very well done!!!!
7	10/22/02	Good information, but perhaps a bit analytical; especially given the audience of social worker-managers. Still, overall a good training over how and why measurements are utilized.
7	8/28/02	Useful tool
7	8/20/02	Good focus on why numbers are important and good at presenting the excuses and dispelling those myths.
7	7/27/02	The biggest problem I have with outcomes is the organizational culture here that pays absolutely no attention whatsoever to staff to workload ratios. This county has had the largest lack of staff for a lengthy period according to the YI 600 E reports.
7	4/4/02	Please give me printed material to read. This is a waste of my time. I do not wish to read an article, book, presentation, assignment, or any instructional material by staring at a computer screen. I am not comfortable, I have nothing to take with me.
7	2/12/02	In the beginning of module –insights not at all geared toward supervisors, if that is one of main targets – need better examples at sup level – they will turn off if they feel this is only management level. Change 30 case plan examples to 45 days to complete.
7	2/5/02	I liked this module and the examples were very informative and helpful.
7	2/5/02	I liked the test in this module,
7	2/5/02	I would suggest that you give definitions for acronyms. I didn't know what some of them meant.
7	1/14/02	I think the following sentence is missing a word or two: Since the well-being of children is so dependent on the well-being of the families they belong, a family's capacity to care for and meet the child's multiple needs is identified as another dimension
7	1/12/02	This was a great module. It's interactive, well written, and logically developed. You may want to reconsider the female social worker cartoon. It fits the stereotype of the older, dowdy, white child welfare social worker a little too well in my opinion
8	9/13/04	A little confusing in some areas.
8	9/12/04	Very interesting module.

8	½/04	When you talk about supplemental info needed, it gets very boring; it makes you feel like, well it's being measured this way, but it's not really adequate-kind of depressing!
8	11/19/03	this is where I need a person talking and another type of instruction, my brain does not want to work on reading about numbers and graphs but that is me and I have a dyslexia and I have to fight not to just shut down
8	9/29/03	What other questions should management be asking in order to determine the best ways to effect improvements in outcome measurement? Such as using survival analysis to identify the factors that significantly influences the time to reach permanency point.
8	4/22/03	The rest of the modules have been a good lead-in to this focused presentation of outcome measures.
8	11/18/02	My understanding is that the Feds have revisited the interpretation of placement setting used in the stability example and now count return to a previous home as a move.
8	10/25/02	I felt this was interesting and useful information. It was concise and clearly stated, as well. However, quantitative measurement training may be difficult for some to get through (as this module itself admits to).
8	9/17/02	Just looking this over again before we go to the County Directors meeting, Have a few things I noticed this time around. One page back: Alphabet Soup of Child Welfare- You include the full name of SACWIS & NCANDS, but on AFCARS you only give the acronym.
8	9/10/02	Confusing information for a social worker...we hate numbers and hate computing them even more. I realize it is important information for a manager to have, but it is just so tedious.
8	7/27/02	IT WAS A NICE EXPLINATION ON H0W THEY COMPUTE THE DATA.
8	7/27/02	Outcomes will be difficult, if not impossible to manage in Oklahoma, because of the organizational culture.
8	4/4/02	Is it over, yet?
8	2/26/02	Some excellent examples and explanations. May want to expound on some.
8	2/12/02	Liked this almost as much as the previous one. Really like links to give additional info. Need definition of removal – physical removal from home or court removal – adjudication? Missed Check Knowledge sections on Length of Time to Achieve Adoption.
8	2/5/02	There are lots of typos in here...
8	1/14/02	The feedback button within the module did not work. There is a misspelling on the graph regarding length of time to achieve adoption. The graph has "achive."
9	2/26/04	I want this system for my county!
9	½/04	Too overwhelming – the supplemental reports. Need to be easy to understand , these too complicated
9	9/26/02	Just reviewing for discussions with Training unit.
9	9/10/02	Least engaging module up to this point. Not sure what you can do to improve that, but it was pretty boring How about setting up a fictitious situation where a manager is searching for a solution to a problem and looks to reports for info.
9	8/1/02	I had to do this module twice after submitting my feedback, the computer did not check that I had completed it when I went back to the list of modules, this happened on an earlier module as well.
9	7/27/02	Maybe this one should be divided.
9	7/27/02	I hope you're not trying to tell me we already have these reports. The YI reports on document direct don't look like these to me.
9	4/15/02	I enjoyed this module more than many (probably because so much of

		my work is with reports...)
9	4/4/02	It looks good, needs some minor improvements
9	4/4/02	This is nice information, but what we need is the training on how to set up the graphs and where to get the information for the graphs.
9	4/4/02	Too much reading and not enough exercises.
10	9/13/04	Interesting!
10	6/21/04	Some of the questions on interpreting data from the charts were not very clear. I had the impression that some of the questions were "trick" questions, as opposed to a genuine exercise in analysis. Some of the data was incomplete or confusing.
10	6/17/04	I feel that there was too much information presented in this module, and that it should have been split into two modules. For managers who do not work well with data this was too much information too comprehend and retain at one time.
10	5/17/04	Although I felt I understood the information presented, the "tests" showed me that either I didn't completely understand the theory, or the questions were not complete enough to correctly answer.
10	3/22/04	Too long; it takes time to move from 1 page on the computer to the next- I don't know if everyone experiences this
10	9/29/03	This module had a lot to swallow at once, but great info!
10	9/16/03	A+ (I have been impressed with all modules so far, and expect the same for the others).
10	10/27/02	Module 10:Interp. Results has word spelled wrong under question 2—than for than When are differences you see significant: may want to say African-American rather than Afro-American Check your understanding: question 1 expl says 60-63 but is 58-63
10	9/27/02	I have noticed that the "Where I left off" button is not returning me consistently to the last page I was on...in fact it several times it has returned me to the middle of the previous module....numbers of screens away from where I truly left off.
10	9/10/02	Nice tie up and introduction to what is to come.
10	9/10/02	Nice tie up and introduction to what is to come.
10	8/1/02	The computer does not like to give credit for completing modules when you click the back to module list.
10	7/29/02	We have lots of reports; but I don't remember any addressing Federal Outcomes. Which reports are they? ALSO, Managers must have time to manage. As it is now we are required to spend too much time in supervisory oversight of case processes.
11	9/22/04	Using a "real" example was much easier in module 11...module 10 was a little dry and this module helped link it together.
11	7/13/04	Great presentation!!!!!
11	4/8/04	This was one of the best modules. This module helped me see where I can make improvements in my unit as well as in my PIP goals and objectives for the upcoming year. I learned a lot and I'm planning to print off the handouts & share with staff and peers.
11	12/30/03	This module is far too lengthy without something up front telling you the expected amount of time needed to complete the module. Such a guide needs to be developed for every module so enable users to decide which module to do next based on available time
11	9/3/03	Useful, but highly "numbers-oriented" information. Even though the module warns against number-crunching, at the same time the overall message (in this module as well as within our CW system statewide) is that number crunching IS very important.

12	8/9/04	Understanding the entry cohort groups and survival analysis
12	11/10/03	Clear and concise.
12	10/1/03	I would like to know more about how you are using survival analysis techniques in Oklahoma. We have begun to look at ways to do so here in CT, and would love to see your work! Email to me at fred.north@po.state.ct.us. Thanks!
13	9/22/04	As an administrator, see so many things to do, some I have already succeeded at, and some to work on. Good stuff!!
13	2/5/04	This was right on!!! If I could just figure out how to get some of our managers to pay attention to this! Thanks, mg
13	1/29/04	I thought this module wrapped up this section very well.
14	5/24/04	I thought it was simple and easy to follow as well as interactive.
15	7/15/04	This seems more tuned to administrators (good info)then local staff
15	5/24/04	Very nice, and very clear
15	2/5/04	Would have been helpful to include names of the states in the narrative rather than just saying "one state" did this or that. Also would have liked a little more meat on the bones in describing how all the collaborations made a difference from kids' view.
16	8/17/04	Absence of "close" buttons on some longer slides and/or links. One link missing both "close" button and last part of sentence.
18	4/20/04	Good info but some of the website links were not available.
18	8/6/03	Did you notice that in Ann's interview the Director said there were 6 Areas, but in the chart on the next page there were 8 Areas listed?
19	4/20/04	Good model
21	5/11/04	Some of the websites would not pull up.
21	1/30/04	Typo on The Results page, text behind the yellow star: CSFR should be CFSR